DOCUMENT RESUME

ED 220 564 UD 022 510

TITLE	Early Childhood Education Program--Grades 1-6, FY '81. Elementary and Secondary Education Act, Title I. Evaluation Report, 1980-81.
INSTITUTION	Baltimore City Public Schools, Md.
SPONS AGENCY	Office of Elementary and Secondary Education (ED), Washington, DC.
PUB DATE	Jan 82
NOTE	94p.; Cover Title: ESEA Title I, FY '81. A publication of the Office of Testing and Evaluation. For related documents see ED 178 467 and UD 022 511.
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Academic Achievement; *Compensatory Education; *Educationally Disadvantaged; Elementary Education; Federal Programs; *Health Services; Language Arts; Mathematics; Parent Participation; Private Schools; *Program Effectiveness; Program Evaluation; Public Schools; Reading Skills
IDENTIFIERS	Baltimore City Public Schools MD; Elementary Secondary Education Act Title I

ABSTRACT

Evaluation results of 1981 compensatory education programs for first through sixth graders in Baltimore, Maryland public and private schools are presented in this report. The program provided compensatory reading, mathematics, and language instruction for educationally disadvantaged students, and made available supportive guidance and health services. The information is presented in detailed tables showing the distribution of program participants by grade, type of school, subject, support services, and racial/ethnic groups; types of parent participation; number of staff involved; program objectives and the degree to which objectives were attained as indicated by student achievement scores; and extent and types of health services rendered. Evaluation results indicate that participants in public schools tended to perform better on achievement tests than those in private schools, and that more grades met the mathematics objectives compared to reading and language objectives. (MJL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED220564

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

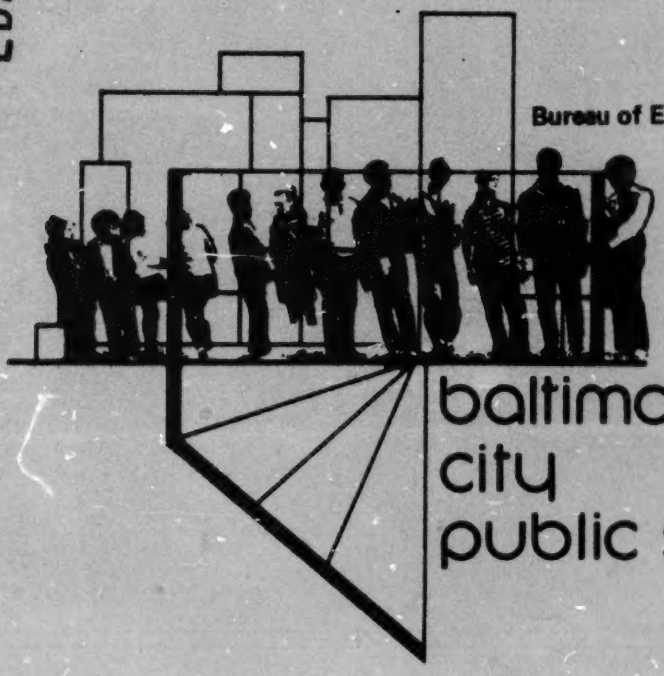
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Thomas R. Foster
Baltimore City Public Schools

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."



Bureau of Educational Support Services

baltimore
city
public schools

ESEA TITLE I
FY '81

Program Evaluation
Grades 1-6

Office of Testing and Evaluation

UD 022 510

EARLY CHILDHOOD EDUCATION PROGRAM - GRADES 1-6, FY '81

ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I

BALTIMORE CITY PUBLIC SCHOOLS

John L. Crew, Sr.
Superintendent of Public Instruction

Bureau of Educational Support Services

Thomas R. Foster
Deputy Superintendent

Office of Testing and Evaluation

Leonard Granick
Staff Director

Ruth Katzenellenbogen
Acting Staff Specialist

January 1982

MARYLAND STATE DEPARTMENT OF EDUCATION
Division of Compensatory, Urban, and Supplementary Programs
Division of Instruction

ANNUAL EVALUATION REPORT ON ESEA TITLE I PROGRAMS

FISCAL YEAR 1981

1. Local Education Agency (LEA): Baltimore City Public Schools
2. Authorized Representative for LEA:
   a. Name: Dr. John L. Crew , Sr.
   b. Title: Superintendent of Public Instruction
   c. Mailing Address: 3 East 25th Street
      Baltimore, Maryland 21218
   d. Telephone Number: (301) 396-6864
   e. Signature: John L. Crew, Sr. Date: 4/8/82
3. State Project Number: 81-3
4. Title of Project: ESEA Title I 1-6 Basic Skills
5. Length of Project:
   a. Beginning Date: July 1980
   b. Ending Date: June 1981

County Name Baltimore City

Form B-1

Total Number of Participants in the
ESEA Title I Program

	Number of Title I Participants in the 1980-81 Regular School Term				Number of Title I Participants in the 1980 Summer School Term			
	Public	Non-Public	Total	Local N or D	Public	Non-Public	Total	Local N or D
1. Grade Level								
Pre-K								
K								
1	3308	139	3447		51	8	59	
2	1945	98	2043		105	50	155	
3	3342	122	3464		165	42	207	
4	4115	145	4260		164	60	224	
5	1387	36	1423		70	19	89	
6	1823	26	1849		50	4	54	
7								
8								
9								
10								
11								
12								
2. Grand Total	15,920	566	16,486		605	183	788	
3. Reading	12,867	443	13,310		524	160	684	
4. Mathematics	9,315	381	9,696		339	117	456	
5. Language	6,484	265	6,749		302	101	403	
6. Supporting Services								
Attendance, Social Work, Guidance & Psychology	1,295	89	1,384					
Health and Nutrition	1,900	110	2,010					
Pupil Transportation	26,980	1,520	28,500					
7. Racial/Ethnic Groups								
American Indian or Alaskan Native	40	9	49		4	7	11	
Asian or Pacific Islander	20	2	22		0	0	0	
Black, not Hispanic	14,258	454	14,712		564	146	710	
Hispanic	24	1	25		0	0	0	
White, not Hispanic	1,578	100	1,678		37	30	67	

County Name Baltimore City

Form B-2

Parent Activity Information

A. School Advisory Councils	Number	Percentage
1. Number of elected members of advisory councils Av. 12/school	960	
2. Number and percentage of elected members of an advisory council who were parents of Title I public school students	768	80
3. Number and percentage of elected members of an advisory council who were parents of Title I non-public school students	78	08
4. Number and percentage of elected members of an advisory council who received training (not necessarily Title I-funded training) related to advisory council activities	960	100
5. Did you provide local Title I funds for school and/or county advisory council activities? (Check one) Yes X No ____		
6. Mean number of persons attending	12	
B. Parent Activities		
1. Number of parents of Title I students who have participated in project planning, implementation, and/or evaluation	14,500	
2. Number of parents of Title I students who have worked as volunteers in the Title I classroom tutoring, reading stories, or helping in constructing reading and mathematics games	758	
3. Number of parents of Title I students who have worked as volunteers in Title I activities outside the Title I classroom (e.g., chaperoned activities, provided transportation, etc.)	1,200	
4. Number of parents of non-Title I students who were involved in one or more of the Title I activities listed under B1 through B3	700	

Nonpublic Data**

County Name Baltimore City

Form B-2

Parent Activity Information

A. School Advisory Councils	Number	Percentage
1. Number of elected members of advisory councils	14	
2. Number and percentage of elected members of an advisory council who were parents of Title I public school students	0	0
3. Number and percentage of elected members of an advisory council who were parents of Title I non-public school students	12	86
4. Number and percentage of elected members of an advisory council who received training (not necessarily Title I-funded training) related to advisory council activities	7	50
5. Did you provide local Title I funds for school and/or county advisory council activities? (Check one) Yes ____ No X		
6. Mean number of persons attending	7	
B. Parent Activities		
1. Number of parents of Title I students who have participated in project planning, implementacion, and/or evaluation	46	
2. Number of parents of Title I students who have worked as volunteers in the Title I classroom tutoring, reading stories, or helping in constructing reading and mathematics games	36	
3. Number of parents of Title I students who have worked as volunteers in Title I activities outside the Title I classroom (e.g., chaperoned activities, provided transportation, etc.)	120	
4. Number of parents of non-Title I students who were involved in one or more of the Title I activities listed under B1 through B3	78	

** These figures are the most current data available(FY'80)

County Name Baltimore City

Form B-3

Title I Staff and Training Information

A. Number of Staff:

Job Classification	Full-time Equivalent	
	Regular Term	Summer Term
Administrative Staff	14.5	
Principals	89	NOT APPLICABLE
Teachers/Resource Teachers/Helping Teachers	289	
Teacher Aides	610	
Curriculum Coordinators and Supervisors	45	
Staff Providing Support Services, e.g., psychologist, counselor, speech therapist, social worker, nurse, parent coordinator	47	
Clerical Staff	11	
Community/Parent Aides	79	
Others:		
1. Pupil Service Worker	6	
2. Senior Teachers	70	
3.		
4.		

B. Number of Title I & Non-Title I Staff Who Received Title I-Funded Training:

Job Classification	Title I Staff	Non-Title I Staff
Administrative Staff	14.5	
Principals	65	24
Teachers/Resource Teachers/Helping Teachers	289	
Teacher Aides	398	
Curriculum Coordinators & Supervisors	45	7
Community/Parent Aides	79	
Other	75	

County Name Baltimore City

Form B-3

Title I Staff and Training Information

A. Number of Staff:

Job Classification	Full-time Equivalent	
	Regular Term	Summer Term
Administrative Staff	0	
Principals	0	
Teachers/Resource Teachers/Helping Teachers	16	
Teacher Aides	52	
Curriculum Coordinators and Supervisors	3	
Staff Providing Support Services, e.g., psychologist, counselor, speech therapist, social worker, nurse, parent coordinator	13.1	
Clerical Staff	0	
Community/Parent Aides	8	
Others: 1. 2. 3. 4.		

B. Number of Title I & Non-Title I Staff Who Received Title I-Funded Training:

Job Classification	Title I Staff	Non-Title I Staff
Administrative Staff	0	1
Principals	0	2
Teachers/Resource Teachers/Helping Teachers	4	6
Teacher Aides	23	0
Curriculum Coordinators & Supervisors	1	9
Community/Parent Aides	1	0
Other	0	2

** These figures are the most current data available (FY'80)

County Name Baltimore City

Form B-4

Program Objectives and Degree Achieved

1. OBJECTIVES	GRADE	2. DEGREE ACHIEVED

SEE PAGES B-20

ESEA Title I Objectives for Reading

Grades 1-6 Instructional Objectives

(a) To improve the reading levels of ESEA Title I pupils in grades 1-6 so that the average performance of the group on a reading subtest of a standardized test will show an increase of at least one month for each month of instruction between the testing sessions.

Degree Achieved: Grades 3,4,5, and 6 met objective for Reading Comprehension and Grades 1,3,4,5, and 6 for Reading Total. Grade 2 did not meet it for either subtest. See pages 9 and 10.

ESEA Title I Objectives for Mathematics

Grades 1-6 Instructional Objectives

(a) To improve the mathematics levels of ESEA Title I pupils in grades 1-6 so that the average performance of the group on a mathematics subtest of a standardized test will show an increase of at least one month for each month of instruction between the testing sessions.

Degree Achieved: This objective was met by all grades except grade 4. See page 11.

ESEA Title I Objectives for Language

Grades 2-6 Instructional Objectives

(a) To improve the language levels of ESEA Title I pupils in grades 2-6 so that the average performance of the group on a language subtest of a standardized test will show an increase of at least one month for each month of instruction between the testing sessions.

Degree Achieved: This objective was met by Grades 3,4, and 6. Grades 2 and 5 did not meet the objective. See page 12.

PUBLIC SCHOOL DATA

OBJECTIVE ONE: READING

To improve the reading levels of ESEA-Title I pupils in grades 1-6 so that the average performance of the group on a reading subtest of a standardized test will show an increase of at least one month for each month of instruction between the testing sessions.

Summary of Standardized Achievement Test Data(Status and Growth)
ESEA Title I Participants, School Year 1980-81

READING COMPREHENSION

(Students Identified in Reading)

		PRETEST				POSTTEST				
Grade	N	Test Name and Level	Date of Testing	$\bar{X}$ G.E.	S.D.	Test Name and Level	Date of Testing	$\bar{X}$ G.E.	S.D.	$\bar{X}$ Gain*
1	1882	CAT-11(C)	9-80	0.9	-	CAT-11(C)	5-81	1.6	-	7 mos.
2	1296	CAT-12(C)	9-80	1.5	-	CAT-12(C)	5-81	1.9	-	4 mos.
3	2334	CAT-13(C)	9-80	1.8	-	CAT-13(C)	5-81	2.6	-	8 mos.
4	2966	CAT-14(C)	9-80	2.6	-	CAT-14(C)	5-81	3.5	-	9 mos.
5	865	CAT-15(C)	9-80	3.1	-	CAT-15(C)	5-81	4.0	-	9 mos.
6	1257	CAT-16(C)	9-80	3.7	-	CAT-16(C)	5-81	4.8	-	11 mos.

* At least 8 months growth is needed to meet the objective

PUBLIC SCHOOL DATA

OBJECTIVE ONE: READING

To improve the reading levels of ESEA-Title I pupils in grades 1-6 so that the average performance of the group on a reading subtest of a standardized test will show an increase of at least one month for each month of instruction between the testing sessions.

Summary of Standardized Achievement Test Data(Status and Growth)
ESEA Title I Participants, School Year 1980-81

READING TOTAL

(Students Identified in Reading)

		PRETEST				POSTTEST				
Grade	N	Test Name and Level	Date of Testing	$\bar{X}$ G.E.	S.D.	Test Name and Level	Date of Testing	$\bar{X}$ G.E.	S.D.	$\bar{X}$ Gain*
1	1864	CAT-11(C)	9-80	0.6	-	CAT-11(C)	5-81	1.5	-	9 mos.
2	1282	CAT-12(C)	9-80	1.3	-	CAT-12(C)	5-81	1.9	-	6 mos.
3	2268	CAT-13(C)	9-80	1.8	-	CAT-13(C)	5-81	2.6	-	8 mos.
4	2954	CAT-14(C)	9-80	2.7	-	CAT-14(C)	5-81	3.6	-	9 mos.
5	864	CAT-15(C)	9-80	3.0	-	CAT-15(C)	5-81	3.9	-	9 mos.
6	1256	CAT-16(C)	9-80	3.7	-	CAT-16(C)	5-81	4.8	-	11 mos.

* At least 8 months growth is needed to meet the objective

PUBLIC SCHOOL DATA

OBJECTIVE TWO: MATHEMATICS

To improve the mathematics levels of ESEA-Title I pupils in grades 1-6 so that the average performance of the group on a mathematics subtest of a standardized achievement test will show an increase of at least one month for each month of instruction between the testing sessions.

Summary of Standardized Achievement Test Data(Status and Growth)
ESEA Title I Participants, School Year 1980-81

MATHEMATICS TOTAL

(Students Identified in Mathematics)

		PRETEST				POSTTEST				
Grade	N	Test Name and Level	Date of Testing	$\bar{X}$ G.E.	S.D.	Test Name and Level	Date of Testing	$\bar{X}$ G.E.	S.D.	$\bar{X}$ Gain*
1	2199	CAT-11(C)	9-80	0.5	-	CAT-11(C)	5-81	1.7	-	12 mos.
2	927	CAT-12(C)	9-80	1.5	-	CAT-12(C)	5-81	2.3	-	8 mos.
3	1479	CAT-13(C)	9-80	2.1	-	CAT-13(C)	5-81	3.4	-	13 mos.
4	2162	CAT-14(C)	9-80	3.3	-	CAT-14(C)	5-81	4.0	-	7 mos.
5	264	CAT-15(C)	9-80	3.7	-	CAT-15(C)	5-81	4.8	-	11 mos.
6	463	CAT-16(C)	9-80	4.4	-	CAT-16(C)	5-81	5.6	-	12 mos.

* At least 8 months growth is needed to meet the objective

PUBLIC SCHOOL DATA

OBJECTIVE THREE: LANGUAGE

To improve the language levels of ESEA-Title I pupils in grades 1-6 so that the average performance of the group on a language subtest of a standardized test will show an increase of at least one month for each month of instruction between the testing sessions.

Summary of Standardized Achievement Test Data(Status and Growth)
ESEA Title I Participants, School Year 1980-81

LANGUAGE TOTAL

(Students Identified in Language)

		PRETEST				POSTTEST				
Grade	N	Test Name and Level	Date of Testing	$\bar{X}$ G.E.	S.D.	Test Name and Level	Date of Testing	$\bar{X}$ G.E.	S.D.	$\bar{X}$ Gain*
1	-	CAT-11(C)	9-80	-	-	CAT-11(C)	5-81	-	-	-
2	430	CAT-12(C)	9-80	1.7	-	CAT-12(C)	5-81	2.3	-	6 mos.
3	1806	CAT-13(C)	9-80	2.0	-	CAT-13(C)	5-81	2.9	-	9 mos.
4	1845	CAT-14(C)	9-80	2.7	-	CAT-14(C)	5-81	3.6	-	9 mos.
5	438	CAT-15(C)	9-80	3.1	-	CAT-15(C)	5-81	3.8	-	7 mos.
6	544	CAT-16(C)	9-80	3.6	-	CAT-16(C)	5-81	4.6	-	10 mos.

* At least 8 months growth is needed to meet the objective

Objective (b)

To increase the basic skills competencies of ESEA Title I students so that the percentage of participants, at each appropriate grade level, achieving the currently defined mastery level on a locally devised Proficiency Test in Reading will equal to or exceed the overall percentage of students in the city achieving mastery level.

Degree Achieved: This objective was not met at any grade level.

Percent of ESEA Title I Pupils, By Grade, Meeting 70% Mastery Level on the Reading Proficiency Tasks-FY'81

Grade	ESEA Title I Students			Citywide Percent Meeting 70% Mastery	
	Number Tested	Number Meeting Mastery	Percent Meeting 70% Mastery	Total	Non-Title I
1*	-	-	-	-	-
2*	-	-	-	-	-
3	2354	629	27	54	65
4	3039	1285	42	66	78
5	943	271	29	65	69
6	1270	662	52	78	83

* Test Not Administered At This Grade Level

Objective (b)

To increase the basic skills competencies of ESEA Title I students so that the percentage of participants, at each appropriate grade level, achieving the currently defined mastery level on a locally devised Proficiency Test in Mathematics will equal to or exceed the overall percentage of students in the city achieving mastery level.

Degree Achieved: This objective was not met at any grade level.

Percent of ESEA Title I Pupils,
By Grade, Meeting 70% Mastery
Level on the Mathematics Proficiency Tasks-FY'81

Grade	ESEA Title I Students			Citywide Percent Meeting 70% Mastery	
	Number Tested	Number Meeting Mastery	Percent Meeting 70% Mastery	Total	Non-Title I
1*	-	-	-	-	-
2*	-	-	-	-	-
3	1515	724	48	76	82
4	2222	694	31	66	78
5	288	75	26	62	63
6	486	166	34	69	71

* Test Not Administered At This Grade Level

Objective (b)

To increase the basic skills competencies of ESEA Title I students so that the percentage of participants, at each appropriate grade level, achieving the currently defined mastery level on a locally devised Proficiency Test in Writing will equal to or exceed the overall percentage of students in the city achieving mastery level.

Degree Achieved: This objective was not met at any grade level.

Percent of ESEA Title I Pupils, By Grade, Meeting 70% Mastery Level on the Writing Proficiency Tasks-FY'81

Grade	ESEA Title I Students			Citywide Percent Meeting 70% Mastery	
	Number Tested	Number Meeting Mastery	Percent Meeting 70% Mastery	Total	Non-Title I
1	129	66	51	81	82
2	453	333	74	85	86
3	1717	1034	60	77	82
4	1813	851	47	70	76
5	473	181	38	69	71
6	541	233	43	74	76

ESEA Title I Objectives for Reading

Grades 1-6 Instructional Objectives

(a) To improve the reading levels of ESEA Title I pupils in grades 1-6 so that the average performance of the group on a reading subtest of a standardized test will show an increase of at least one month for each month of instruction between the testing sessions.

Degree Achieved: This objective was not met by any grade in Reading Comprehension and only by Grade 1 in Reading Total. See pages 17 and 18.

ESEA Title I Objectives for Mathematics

Grades 1-6 Instructional Objectives

(a) To improve the mathematics levels of ESEA Title I pupils in grades 1-6 so that the average performance of the group on a mathematics subtest of a standardized test will show an increase of at least one month for each month of instruction between the testing sessions.

Degree Achieved: This objective was met by Grades 1, 3, and 6. Grades 2, 4, and 5 did not meet the objective. See page 19.

ESEA Title I Objectives for Language

Grades 2-6 Instructional Objectives

(a) To improve the language levels of ESEA Title I pupils in grades 2-6 so that the average performance of the group on a language subtest of a standardized test will show an increase of at least one month for each month of instruction between the testing sessions.

Degree Achieved: This objective was not met at any grade level. See page 20.

NONPUBLIC SCHOOL DATA

OBJECTIVE ONE: READING

To improve the reading levels of ESEA-Title I pupils in grades 1-6 so that the average performance of the group on a reading subtest of a standardized test will show an increase of at least one month for each month of instruction between the testing sessions.

Summary of Standardized Achievement Test Data(Status and Growth)
ESEA Title I Participants, School Year 1980-81

READING COMPREHENSION

(Students Identified in Reading)

		PRETEST				POSTTEST				
Grade	N	Test Name and Level	Date of Testing	$\bar{X}$ G.E.	S.D.	Test Name and Level	Date of Testing	$\bar{X}$ G.E.	S.D.	$\bar{X}$ Gain*
1	79	CAT-11(C)	9-80	0.9	-	CAT-11(C)	5-81	1.5	-	6 mos.
2	74	CAT-12(C)	9-80	1.6	-	CAT-12(C)	5-81	1.9	-	3 mos.
3	78	CAT-13(C)	9-80	1.9	-	CAT-13(C)	5-81	2.6	-	7 mos.
4	99	CAT-14(C)	9-80	3.0	-	CAT-14(C)	5-81	3.4	-	4 mos.
5	24	CAT-15(C)	9-80	3.1	-	CAT-15(C)	5-81	3.3	-	2 mos.
6	18	CAT-16(C)	9-80	3.8	-	CAT-16(C)	5-81	4.1	-	3 mos.

* At least 8 months growth is needed to meet the objective

NONPUBLIC SCHOOL DATA

OBJECTIVE ONE: READING

To improve the reading levels of ESEA-Title I pupils in grades 1-6 so that the average performance of the group on a reading subtest of a standardized test will show an increase of at least one month for each month of instruction between the testing sessions.

Summary of Standardized Achievement Test Data(Status and Growth)
ESEA Title I Participants, School Year 1980-81

READING TOTAL

(Students Identified in Reading)

		PRETEST				POSTTEST				
Grade	N	Test Name and Level	Date of Testing	$\bar{X}$ G.E.	S.D.	Test Name and Level	Date of Testing	$\bar{X}$ G.E.	S.D.	$\bar{X}$ Gain*
1	78	CAT-11(C)	9-80	0.7	-	CAT-11(C)	5-81	1.5	-	8 mos.
2	71	CAT-12(C)	9-80	1.3	-	CAT-12(C)	5-81	1.8	-	5 mos.
3	78	CAT-13(C)	9-80	2.0	-	CAT-13(C)	5-81	2.6	-	6 mos.
4	99	CAT-14(C)	9-80	3.0	-	CAT-14(C)	5-81	3.6	-	6 mos.
5	24	CAT-15(C)	9-80	3.2	-	CAT-15(C)	5-81	3.5	-	3 mos.
6	18	CAT-16(C)	9-80	3.5	-	CAT-16(C)	5-81	4.1	-	6 mos.

* At least 8 months growth is needed to meet the objective

NONPUBLIC SCHOOL DATA

OBJECTIVE TWO: MATHEMATICS

To improve the mathematics levels of ESEA-Title I pupils in grades 1-6 so that the average performance of the group on a mathematics subtest of a standardized achievement test will show an increase of at least one month for each month of instruction between the testing sessions.

Summary of Standardized Achievement Test Data(Status and Growth)
ESEA Title I Participants, School Year 1980-81

MATHEMATICS TOTAL

(Students Identified in Mathematics)

		PRETEST				POSTTEST				
Grade	N	Test Name and Level	Date of Testing	$\bar{X}$ G.E.	S.D.	Test Name and Level	Date of Testing	$\bar{X}$ G.E.	S.D.	$\bar{X}$ Gain*
1	99	CAT-11(C)	9-80	0.6	-	CAT-11(C)	5-81	1.6	-	10 mos.
2	58	CAT-12(C)	9-80	1.6	-	CAT-12(C)	5-81	2.3	-	7 mos.
3	40	CAT-13(C)	9-80	2.3	-	CAT-13(C)	5-81	3.3	-	10 mos.
4	99	CAT-14(C)	9-80	3.5	-	CAT-14(C)	5-81	4.0	-	5 mos.
5	7	CAT-15(C)	9-80	3.2	-	CAT-15(C)	5-81	3.5	-	3 mos.
6	13	CAT-16(C)	9-80	4.0	-	CAT-16(C)	5-81	4.8	-	8 mos.

* At least 8 months growth is needed to meet the objective

NONPUBLIC SCHOOL DATA

OBJECTIVE THREE: LANGUAGE

To improve the language levels of ESEA-Title I pupils in grades 1-6 so that the average performance of the group on a language subtest of a standardized test will show an increase of at least one month for each month of instruction between the testing sessions.

Summary of Standardized Achievement Test Data(Status and Growth)
ESEA Title I Participants, School Year 1980-81

LANGUAGE TOTAL

(Students Identified in Language)

		PRETEST				POSTTEST				
Grade	N	Test Name and Level	Date of Testing	$\bar{X}$ G.E.	S.D.	Test Name and Level	Date of Testing	$\bar{X}$ G.E.	S.D.	$\bar{X}$ Gain*
1	-	CAT-11(C)	9-80	-	-	CAT-11(C)	5-81	-	-	-
2	27	CAT-12(C)	9-80	1.7	-	CAT-12(C)	5-81	2.0	-	3 mos.
3	60	CAT-13(C)	9-80	2.0	-	CAT-13(C)	5-81	2.6	-	6 mos.
4	84	CAT-14(C)	9-80	3.0	-	CAT-14(C)	5-81	3.6	-	6 mos.
5	19	CAT-15(C)	9-80	2.7	-	CAT-15(C)	5-81	3.4	-	7 mos.
6	15	CAT-16(C)	9-80	3.7	-	CAT-16(C)	5-81	3.8	-	1 mo.

* At least 8 months growth is needed to meet the objective

County Name Baltimore City

FORM B-S

Standardized Test Information

1. Subject: [X] Reading (subtest) RC; RT; Language[a]
[ ] Mathematics (subtest) _____
[ ] Language (subtest) _____

2. Type of School: [X] Public
[ ] Non-Public

SELECTION TESTS 3. Name and Edition Year	Grade	Form 4	Level 5	Date 6	Selection and Evaluation Test Scores Checked at County Level by: (Specify Name and Position) 7
	PreK				
	K				
TOBE 1970	1	-	K	4/80	NOT
CAT 1977.	2	C	11	4/80	
CAT 1977	3	C	12	4/80	APPLICABLE
ITBS 1971	4	5	9	4/80	
CAT 1977	5	C	14	4/80	
ITBS 1971	6	5	11	4/80	
	7				
	8				
	9				

EVALUATION TESTS 8. Name and Edition Year		Grade	Form 9		Level 10		Dates 11		Make-Up Test Dates 12		Tests Scored: 13	
Pretest	Posttest		Pre	Post	Pre	Post	Pre	Post	Pre	Post	a. Locally by Hand	b. By Machine*
		PreK										
		K										CTB
CAT 1977	CAT 1977	1	C	C	11	11	9/80	5/81	9/80	5/81		McGraw
CAT 1977	CAT 1977	2	C	C	12	12	9/80	5/81	9/80	5/81		Hill
CAT 1977	CAT 1977	3	C	C	13	13	9/80	5/81	9/80	5/81		
CAT 1977	CAT 1977	4	C	C	14	14	9/80	5/81	9/80	5/81		BCPS/EDPC
CAT 1977	CAT 1977	5	C	C	15	15	9/80	5/81	9/80	5/81		BCPS/EDPC
CAT 1977	CAT 1977	6	C	C	16	16	9/80	5/81	9/80	5/81		BCPS/EDPC
		7										
		8										
		9										

*Specify Name of Scoring Service

[a] RC-Reading Comprehension
RT-Reading Total
Language-Language Subtest TOBE

21

County Name Baltimore City

FORM B-5
Standardized Test Information

1. Subject: ☐ Reading (subtest) _____
☒ Mathematics (subtest) Mathematics Total
☐ Language (subtest) _____

2. Type of School: ☒ Public ☐ Non-Public

SELECTION TESTS 3. Name and Edition Year	Grade	Form 4	Level 5	Date 6	Selection and Evaluation Test Scores Checked at County Level by: (Specify Name and Position) 7
	PreK				
	K				
TOBE 1970	1	-	K	4/80	NOT APPLICABLE
CAT 1977	2	C	11	4/80	
CAT 1977	3	C	12	4/80	
ITBS 1971	4	5	9	4/80	
CAT 1977	5	C	14	4/80	
ITBS 1971	6	5	11	4/80	
	7				
	8				
	9				

EVALUATION TESTS 8. Name and Edition Year		Grade	Form 9		Level 10		Dates 11		Make-Up Test Dates 12		Tests Scored: 13	
Pretest	Posttest		Pre	Post	Pre	Post	Pre	Post	Pre	Post	a. Locally by Hand	b. By Machine*
		PreK										
		K										
CAT 1977	CAT 1977	1	C	C	11	11	9/80	5/81	9/80	5/81		CTB McGraw Hill
CAT 1977	CAT 1977	2	C	C	12	12	9/80	5/81	9/80	5/81		
CAT 1977	CAT 1977	3	C	C	13	13	9/80	5/81	9/80	5/81		
CAT 1977	CAT 1977	4	C	C	14	14	9/80	5/81	9/80	5/81		BCPS/EDPC
CAT 1977	CAT 1977	5	C	C	15	15	9/80	5/81	9/80	5/81		BCPS/EDPC
CAT 1977	CAT 1977	6	C	C	16	16	9/80	5/81	9/80	5/81		BCPS/EDPC
		7										
		8										
		9										

*Specify Name of Scoring Service

22

35

36

County Name Baltimore City

FORM B-S
Standardized Test Information

1. Subject: [ ] Reading (subtest) _____
[ ] Mathematics (subtest) _____
[X] Language (subtest) Language Total

2. Type of School: [X] Public
[ ] Non-Public

SELECTION TESTS 3. Name and Edition Year	Grade	Form 4	Level 5	Date 6	Selection and Evaluation Test Scores Checked at County Level by: (Specify Name and Position) 7
	PreK				
	K				
TOBE 1970	1	-	K	4/80	NOT
CAT 1977	2	C	11	4/80	
CAT 1977	3	C	12	4/80	APPLICABLE
ITBS 1971	4	5	9	4/80	
CAT 1977	5	C	14	4/80	
ITBS 1971	6	5	11	4/80	
	7				
	8				
	9				

EVALUATION TESTS 8. Name and Edition Year		Grade	Form 9		Level 10		Dates 11		Make-Up Test Dates 12		Tests Scored: 13	
Pretest	Posttest		Pre	Post	Pre	Post	Pre	Post	Pre	Post	a. Locally by Hand	b. By Machine*
		PreK										
		K										
CAT 1977	CAT 1977	1	C	C	11	11	9/80	5/81	9/80	5/81		CTB
CAT 1977	CAT 1977	2	C	C	12	12	9/80	5/81	9/80	5/81		McGraw Hill
CAT 1977	CAT 1977	3	C	C	13	13	9/80	5/81	9/80	5/81		
CAT 1977	CAT 1977	4	C	C	14	14	9/80	5/81	9/80	5/81		BCPS/EDPC
CAT 1977	CAT 1977	5	C	C	15	15	9/80	5/81	9/80	5/81		BCPS/EDPC
CAT 1977	CAT 1977	6	C	C	16	16	9/80	5/81	9/80	5/81		BCPS/EDPC
		7										
		8										
		9										

*Specify Name of Scoring Service

County Name Baltimore City

FORM B-5
Standardized Test Information

1. Subject: [X] Reading (subtest) RC; RT; Language[a]
[ ] Mathematics (subtest) _____
[ ] Language (subtest) _____

2. Type of School: [ ] Public
[X] Non-Public

SELECTION TESTS 3. Name and Edition Year	Grade	Form 4	Level 5	Date 6	Selection and Evaluation Test Scores Checked at County Level by: (Specify Name and Position) 7
	PreK				
	K				
TOBE 1970	1	-	K	4/80	NOT APPLICABLE
CAT 1977	2	C	11	4/80	
CAT 1977	3	C	12	4/80	
ITBS 1971	4	5	9	4/80	
CAT 1977	5	C	14	4/80	
ITBS 1971	6	5	11	4/80	
	7				
	8				
	9				

EVALUATION TESTS 8. Name and Edition Year		Grade	Form 9		Level 10		Dates 11		Make-Up Test Dates 12		Tests Scored: 13	
Pretest	Posttest		Pre	Post	Pre	Post	Pre	Post	Pre	Post	a. Locally by Hand	b. By Machine*
		PreK										
		K										
CAT 1977	CAT 1977	1	C	C	11	11	9/80	5/81	9/80	5/81		CTB McGraw Hill
CAT 1977	CAT 1977	2	C	C	12	12	9/80	5/81	9/80	5/81		
CAT 1977	CAT 1977	3	C	C	13	13	9/80	5/81	9/80	5/81		
CAT 1977	CAT 1977	4	C	C	14	14	9/80	5/81	9/80	5/81		BCPS/EDPC
CAT 1977	CAT 1977	5	C	C	15	15	9/80	5/81	9/80	5/81		BCPS/EDPC
CAT 1977	CAT 1977	6	C	C	16	16	9/80	5/81	9/80	5/81		BCPS/EDPC
		7										
		8										
		9										

*Specify Name of Scoring Service

[a]RC-Reading Comprehension
RT-Reading Total
Language-Language Subtest TOBE

County Name Baltimore City

FORM B-S
Standardized Test Information

1. Subject: [ ] Reading (subtest) _____
[X] Mathematics (subtest) Mathematics Total
[ ] Language (subtest) _____

2. Type of School: [ ] Public
[X] Non-Public

SELECTION TESTS 3. Name and Edition Year	Grade	Form 4	Level 5	Date 6	Selection and Evaluation Test Scores Checked at County Level by: (Specify Name and Position) 7
	PreK				
	K				
TOBE 1970	1	-	K	4/80	NOT
CAT 1977	2	C	11	4/80	
CAT 1977	3	C	12	4/80	APPLICABLE
ITBS 1971	4	5	9	4/80	
CAT 1977	5	C	14	4/80	
ITBS 1971	6	5	11	4/80	
	7				
	8				
	9				

EVALUATION TESTS 8. Name and Edition Year		Grade	Form 9		Level 10		Dates 11		Make-Up Test Dates 12		Tests Scored: 13	
Pretest	Posttest		Pre	Post	Pre	Post	Pre	Post	Pre	Post	a. Locally by Hand	b. By Machine*
		PreK										
		K										
CAT 1977	CAT 1977	1	C	C	11	11	9/80	5/81	9/80	5/81		CTB
CAT 1977	CAT 1977	2	C	C	12	12	9/80	5/81	9/80	5/81		McGraw Hill
CAT 1977	CAT 1977	3	C	C	13	13	9/80	5/81	9/80	5/81		
CAT 1977	CAT 1977	4	C	C	14	14	9/80	5/81	9/80	5/81		BCPS/EDPC
CAT 1977	CAT 1977	5	C	C	15	15	9/80	5/81	9/80	5/81		BCPS/EDPC
CAT 1977	CAT 1977	6	C	C	16	16	9/80	5/81	9/80	5/81		BCPS/EDPC
		7										
		8										
		9										

*Specify Name of Scoring Service

County Name Baltimore City

FORM B-S
Standardized Test Information

1. Subject: [ ] Reading (subtest) _____
[ ] Mathematics (subtest) _____
[X] Language (subtest) Language Total

2. Type of School: [ ] Public
[X] Non-Public

SELECTION TESTS 3. Name and Edition Year	Grade	Form 4	Level 5	Date 6	Selection and Evaluation Test Scores Checked at County Level by: (Specify Name and Position) 7
	PreK				
	K				NOT
TOBE 1970	1	-	K	4/80	
CAT 1977	2	C	11	4/80	
CAT 1977	3	C	12	4/80	APPLICABLE
ITBS 1971	4	5	9	4/80	
CAT 1977	5	C	14	4/80	
ITBS 1971	6	5	11	4/80	
	7				
	8				
	9				

EVALUATION TESTS 8. Name and Edition Year		Grade	Form 9		Level 10		Dates 11		Make-Up Test Dates 12		Tests Scored: 13	
Protest	Posttest		Pre	Post	Pre	Post	Pre	Post	Pre	Post	a. Locally by Hand	b. By Machine*
		PreK										
		K					9/80	5/81	9/80	5/81		CTB
CAT 1977	CAT 1977	1	C	C	11	11	9/80	5/81	9/80	5/81		McGraw
CAT 1977	CAT 1977	2	C	C	12	12	9/80	5/81	9/80	5/81		Hill
CAT 1977	CAT 1977	3	C	C	13	13	9/80	5/81	9/80	5/81		BCPS/EDPC
CAT 1977	CAT 1977	4	C	C	14	14	9/80	5/81	9/80	5/81		BCPS/EDPC
CAT 1977	CAT 1977	5	C	C	15	15	9/80	5/81	9/80	5/81		BCPS/EDPC
CAT 1977	CAT 1977	6	C	C	16	16						
		7										
		8										
		9										

*Specify Name of Scoring Service

County Name Baltimore City Form B-6

Program Information and Standardized Achievement Test Averages

1. Subject: [X] Reading(subtest) Comprehension [ ] Mathematics(subtest)_____ [ ] Language(subtest)_____

2. Type of School: [X] Public [ ] Nonpublic

3. Testing Schedule: [ ] Spring to Spring [X] Fall to Spring

Grade	Membership Count 4	Number of Participants 5	N 6	Number of Months Between Tests 7	Average Pretest Stanine/ Scale Score 8	Average Post-test Stanine/ Scale Score 9	Pretest Grade Equivalent 10	Post-test Grade Equivalent 11	Average G.E. Gain 12	Pre-test NCE 13	Post-test NCE 14	NCE Gain 15
Pre-K												
K												
1	2283	2395	1839	8	266.2	316.9						
2	1553	1636	1267	8	310.0	347.6	1.5	1.9	0.4	33.0	34.4	1.4
3	2650	2769	2280	8	338.1	381.3	1.8	2.6	0.8	30.7	34.4	3.7
4	3327	3482	2905	8	382.3	412.7	2.6	3.5	0.9	30.7	35.1	4.4
5	1102	1123	851	8	397.6	431.5	3.1	4.0	0.9	28.2	33.0	4.8
6	1416	1462	1235	8	422.6	461.1	3.8	4.8	1.0	29.1	35.1	6.0
7												
8												
9												

Project Information (Complete for Grades 2 and 6 Only)

Grades	Project Setting Code(s) 16	Hours/Week Title I Instruction 17	Total Hours (hours/ week x # of weeks) 18	Student/Instructor Ratio 19
2	02(52%)/01(23%)	4.9 / 6.4	168.7/209.7	4.4 / 4.1
6	02(42%)/01(19%) 10(12%)/08(09%)	4.9 / 5.8 4.4 / 5.3	160.5/207.3 152.0/199.3	5.7 / 1.9 7.3 / 10.9

27

County Name Baltimore City Form B-6

Program Information and Standardized Achievement Test Averages

1. Subject: [X] Reading (subtest) Total [ ] Mathematics (subtest) [ ] Language (subtest)
2. Type of School: [X] Public [ ] Nonpublic
3. Testing Schedule: [ ] Spring to Spring [X] Fall to Spring

Grade	Membership Count 4	Number of Participants 5	N 6	Number of Months Between Tests 7	Average Pretest Stanine/ Scale Score 8	Average Post-test Stanine/ Scale Score 9	Pretest Grade Equivalent 10	Post-test Grade Equivalent 11	Average G.E. Gain 12	Pre-test NCE 13	Post-test NCE 14	NCE Gain 15
Pre-K												
K												
1	2285	2395	1823	8	229.9	289.8						
2	1553	1636	1255	8	272.3	320.9	1.3	1.9	0.6	28.2	32.3	4.1
3	2650	2769	2218	8	313.7	355.9	1.8	2.6	0.8	28.2	31.5	3.3
4	3327	3482	2893	8	360.9	397.3	2.7	3.6	0.9	27.2	35.1	7.9
5	1102	1123	850	8	373.3	411.5	3.0	3.9	0.9	24.2	30.7	6.5
6	1416	1462	1234	8	402.3	445.8	3.7	4.8	1.1	25.3	33.7	8.4
7												
8												
9												

Project Information (Complete for Grades 2 and 6 Only)

Grades	Project Setting Code(s) 16	Hours/Week Title I Instruction 17	Total Hours (hours/ week x # of weeks) 18	Student/Instructor Ratio 19
2	02(52%)/01(23%)	4.9 / 6.4	168.7/209.7	4.4 / 4.1
6	02(42%)/01(19%) 10(12%)/08(09%)	4.9 / 5.8 4.4 / 5.3	160.5/207.3 152.0/199.3	5.7 / 1.9 7.3 / 10.9

County Name Baltimore City Form B-6

Program Information and Standardized Achievement Test Averages

1. Subject: [ ] Reading (subtest) _____ [X] Mathematics (subtest) Total [ ] Language (subtest) _____

2. Type of School: [X] Public [ ] Nonpublic

3. Testing Schedule: [ ] Spring to Spring [X] Fall to Spring

Grade	Membership Count 4	Number of Participants 5	N 6	Number of Months Between Tests 7	Average Pretest Stanine/ Scale Score 8	Average Post-test Stanine/ Scale Score 9	Pretest Grade Equivalent 10	Post-test Grade Equivalent 11	Average G.E. Gain 12	Pre-test NCE 13	Post-test NCE 14	NCE Gain 15
Pre-K												
K												
1	2715	2851	2163	8	266.3	309.8						
2	1124	1180	900	8	301.0	339.5	1.5	2.4	0.9	29.9	38.3	8.4
3	1703	1782	1450	8	330.2	375.2	2.1	3.4	1.3	32.3	37.7	5.4
4	2464	2564	2114	8	369.8	406.8	3.3	4.0	0.7	31.5	38.3	6.8
5	354	359	261	8	396.5	434.2	3.7	4.8	1.1	29.1	37.1	8.0
6	565	579	452	8	415.7	459.4	4.4	5.6	1.2	26.3	37.7	11.4
7												
8												
9												

Project Information (Complete for Grades 2 and 6 Only)

Grades	Project Setting Code(s) 16	Hours/Week Title I Instruction 17	Total Hours (hours/ week x # of weeks) 18	Student/Instructor Ratio 19
2	02(59%)/01(26%)	4.2 / 4.5	143.6/165.3	4.5 / 5.7
6	See Page 30			

County Name Baltimore City Form B-6

Program Information and Standardized Achievement Test Averages

1. Subject: ☐ Reading (subtest)_____ ☒ Mathematics (subtest) Total ☐ Language (subtest)_____

2. Type of School: ☒ Public ☐ Non-Public

2. Testing Schedule: ☐ Spring to Spring ☒ Fall to Spring

Project Information (Complete for Grades 2 and 6 Only)				
Grades	Project Setting Code(s) 18	Hours/Week Title I Instruction 19	Total Hours (hours/ week x # of weeks) 20	Student/Instructor Ratio 21
6	02(49%)	4.2	134.9	5.7
	01(22%)	5.2	190.9	2.9
	04(06%)	2.5	57.8	6.8
	08(06%)	5.1	178.3	18.0
	09(06%)	4.4	137.0	8.3

County Name Baltimore City Form B-6

Program Information and Standardized Achievement Test Averages

1. Subject: [ ] Reading(subtest)_____ [ ] Mathematics(subtest)_____ [X] Language(subtest) Total

2. Type of School: [X] Public [ ] Nonpublic

3. Testing Schedule: [ ] Spring to Spring [X] Fall to Spring

Grade	Membership Count 4	Number of Participants 5	N 6	Number of Months Between Tests 7	Average Pretest Stanine/ Scale Score 8	Average Post-test Stanine/ Scale Score 9	Pretest Grade Equivalent 10	Post-test Grade Equivalent 11	Average G.E. Gain 12	Pre-test NCE 13	Post-test NCE 14	NCE Gain 15
Pre-K												
K												
1	-	-	-	-	-	-						
2	516	539	422	8	327.8	376.3	1.7	2.3	0.6	38.3	39.0	0.7
3	2109	2190	1778	8	361.4	411.8	2.0	2.9	0.9	33.0	37.1	4.1
4	2163	2254	1814	8	403.4	439.1	2.7	3.6	0.9	28.2	36.5	8.3
5	606	616	433	8	416.1	451.5	3.1	3.8	0.7	28.2	33.0	4.8
6	659	690	536	8	441.5	478.7	3.6	4.6	1.0	29.1	37.1	8.0
7												
8												
9												

Project Information (Complete for Grades 2 and 6 Only)

Grades	Project Setting Code(s) 16	Hours/Week Title I Instruction 17	Total Hours (hours/ week x # of weeks) 18	Student/Instructor Ratio 19
2	02(59%)/01(25%)	3.8 / 4.0	122.5/134.4	4.4 / 4.6
6	02(55%)/01(27%)	4.0 / 4.8	129.9/172.4	5.6 / 2.6

County Name Baltimore City Form B-6

Program Information and Standardized Achievement Test Averages

1. Subject: [X] Reading(subtest) Comprehension [ ] Mathematics(subtest) _____ [ ] Language(subtest) _____
2. Type of School: [ ] Public [X] Nonpublic
3. Testing Schedule: [ ] Spring to Spring [X] Fall to Spring

	Member-ship Count	Number of Parti-cipants	N	Number of Months Between Tests	Average Pretest Stanine/ Scale Score	Average Post-test Stanine/ Scale Score	Pretest Grade Equiv-alent	Post-test Grade Equiv-alent	Average G.E. Gain	Pre-test NCE	Post-test NCE	NCE Gain
Grade	4	5	6	7	8	9	10	11	12	13	14	15
Pre-K												
K												
1	98	98	79	8	269.3	313.2						
2	83	83	74	8	318.0	344.2	1.6	1.9	0.3	38.3	33.0	-5.3
3	104	104	78	8	346.7	380.2	1.9	2.6	0.7	33.7	34.4	0.7
4	112	112	99	8	394.5	409.2	3.0	3.4	0.4	37.1	34.4	-2.7
5	27	27	24	8	398.9	405.9	3.1	3.3	0.2	28.2	25.3	-2.9
6	19	19	18	8	422.9	437.1	3.8	4.1	0.3	29.1	28.2	-0.9
7												
8												
9												

Project Information (Complete for Grades 2 and 6 Only)

Grades	Project Setting Code(s) 16	Hours/Week Title I Instruction 17	Total Hours (hours/ week x # of weeks) 18	Student/Instructor Ratio 19
2	02(31%) con't	3.8	107.8	4.0
6	01(40%)/07(40%)	2.0 / 1.5	52.0/38.0	6.0 / 4.5

32

County Name Baltimore City Form E-6

Program Information and Standardized Achievement Test Averages

1. Subject: [X] Reading (subtest) Comprehension
[ ] Mathematics (subtest)
[ ] Language (subtest)

2. Type of School: [ ] Public [X] Non-Public

2. Testing Schedule: [ ] Spring to Spring [X] Fall to Spring

Project Information (Complete for Grades 2 and 6 Only)				
Grades	Project Setting Code(s) 18	Hours/Week Title I Instruction 19	Total Hours (hours/ week x # of weeks) 20	Student/Instructor Ratio 21
2	04(15%)	3.5	106.0	7.0
	01(08%)	1.0	19.0	17.0
	03(08%)	4.0	120.0	1.0
	05(08%)	4.0	116.0	10.0
	06(08%)	6.0	204.0	1.0
	07(08%)	2.0	42.0	7.0
	08(08%)	4.0	160.0	8.0
	09(08%)	3.0	100.0	1.0

County Name Baltimore City

Form B-6

Program Information and Standardized Achievement Test Averages

1. Subject: [X] Reading(subtest) Total [ ] Mathematics(subtest) [ ] Language(subtest)

2. Type of School: [ ] Public [X] Nonpublic

3. Testing Schedule: [ ] Spring to Spring [X] Fall to Spring

Grade	Membership Count 4	Number of Participants 5	N 6	Number of Months Between Tests 7	Average Pretest Stanine/ Scale Score 8	Average Post-test Stanine/ Scale Score 9	Pretest Grade Equivalent 10	Post-test Grade Equivalent 11	Average G.E. Gain 12	Pre-test NCE 13	Post-test NCE 14	NCE Gain 15
Pre-K												
K												
1	98	98	78	8	234.1	287.8						
2	83	83	71	8	274.7	313.2	1.3	1.8	0.5	28.2	29.9	1.7
3	104	104	78	8	324.9	358.2	2.0	2.6	0.6	33.0	33.0	0.0
4	112	112	99	8	372.0	394.7	3.0	3.6	0.6	31.5	34.4	2.9
5	27	27	24	8	378.3	391.1	3.2	3.5	0.3	24.2	25.3	1.1
6	19	19	18	8	391.9	423.2	3.5	4.1	0.6	23.0	27.2	4.2
7												
8												
9												

Project Information (Complete for Grades 2 and 6 Only)

Grades	Project Setting Code(s) 16	Hours/Week Title I Instruction 17	Total Hours (hours/ week x # of weeks) 18	Student/Instructor Ratio 19
2	02(31%) con't	3.8	107.8	4.0
6	01(40%)/07(40%)	2.0 / 1.5	52.0/38.0	6.0 / 4.5

County Name Baltimore City Form B-6

Program Information and Standardized Achievement Test Averages

1. Subject: [x] Reading (subtest) Total [ ] Mathematics (subtest) [ ] Language (subtest)

2. Type of School: [ ] Public [x] Non-Public

2. Testing Schedule: [ ] Spring to Spring [X] Fall to Spring

Project Information (Complete for Grades 2 and 6 Only)				
Grades	Project Setting Code(s) 18	Hours/Week Title I Instruction 19	Total Hours (hours/ week x # of weeks) 20	Student/Instructor Ratio 21
2	04(15%)	3.5	106.0	7.0
	01(08%)	1.0	19.0	17.0
	03(08%)	4.0	120.0	1.0
	05(08%)	4.0	116.0	10.0
	06(08%)	6.0	204.0	1.0
	07(08%)	2.0	42.0	7.0
	08(08%)	4.0	160.0	8.0
	09(08%)	3.0	100.0	1.0

County Name Baltimore City Form B-6

Program Information and Standardized Achievement Test Averages

1. Subject: [ ] Reading(subtest) _____ [X] Mathematics(subtest) Total [ ] Language(subtest) _____

2. Type of School: [ ] Public [X] Nonpublic

3. Testing Schedule: [ ] Spring to Spring [X] Fall to Spring

Grade	Membership Count 4	Number of Participants 5	N 6	Number of Months Between Tests 7	Average Pretest Stanine/ Scale Score 8	Average Post-test Stanine/ Scale Score 9	Pretest Grade Equivalent 10	Post-test Grade Equivalent 11	Average G.E. Gain 12	Pre-test NCE 13	Post-test NCE 14	NCE Gain 15
Pre-K												
K												
1	122	122	99	8	269.0	308.1						
2	64	64	58	8	305.3	337.6	1.6	2.3	0.7	33.7	37.1	3.4
3	61	61	40	8	336.8	372.3	2.3	3.3	1.0	36.5	35.8	-0.7
4	114	114	99	8	383.3	407.1	3.5	4.0	0.5	38.3	39.0	0.7
5	7	7	7	8	362.6	381.7	3.2	3.5	0.3	13.1	17.3	4.2
6	13	13	13	8	407.0	435.2	4.0	4.8	0.8	23.0	29.1	6.1
7												
8												
9												

Project Information (Complete for Grades 2 and 6 Only)

Grades	Project Setting Code(s) 16	Hours/Week Title I Instruction 17	Total Hours (hours/ week x # of weeks) 18	Student/Instructor Ratio 19
2	See Page 37			
6	01(50%)/04(50%)	1.0 / 2.0	19.0 / 56.0	12.0 / 5.0

C3

C1

County Name Baltimore City Form E-6

Program Information and Standardized Achievement Test Averages

1. Subject: ☐ Reading (subtest)_____ ☒ Mathematics (subtest) Total ☐ Language (subtest)_____

2. Type of School: ☐ Public ☒ Non-Public

2. Testing Schedule: ☐ Spring to Spring ☒ Fall to Spring

Project Information (Complete for Grades 2 and 6 Only)				
Grades	Project Setting Code(s) 18	Hours/Week Title I Instruction 19	Total Hours (hours/ week x # of weeks) 20	Student/Instructor Ratio 21
2	02(31%)	3.3	87.0	4.5
	04(15%)	2.5	70.5	6.5
	09(15%)	3.0	100.0	2.0
	01(08%)	1.0	19.0	10.0
	03(08%)	3.0	75.0	1.0
	05(08%)	4.0	116.0	10.0
	08(08%)	3.0	100.0	3.0
	11(08%)	2.0	60.0	6.0

County Name Baltimore City Form B-6

Program Information and Standardized Achievement Test Averages

1. Subject: [ ] Reading(subtest) _____ [ ] Mathematics(subtest) _____ [X] Language(subtest) Total

2. Type of School: [ ] Public [X] Nonpublic

3. Testing Schedule: [ ] Spring to Spring [X] Fall to Spring

Grade	Membership Count 4	Number of Participants 5	N 6	Number of Months Between Tests 7	Average Pretest Stanine/ Scale Score 8	Average Post-test Stanine/ Scale Score 9	Pretest Grade Equivalent 10	Post-test Grade Equivalent 11	Average G.E. Gain 12	Pre-test NCE 13	Post-test NCE 14	NCE Gain 15
Pre-K												
K												
1	18	18	-	-	-	-						
2	28	28	27	8	329.1	361.1	1.7	2.0	0.3	38.3	34.4	-3.9
3	84	84	60	8	359.8	393.8	2.0	2.6	0.6	31.5	30.7	-0.8
4	98	98	84	8	413.1	438.6	3.0	3.6	0.6	32.3	35.8	3.5
5	22	22	19	8	405.1	430.7	2.7	3.4	0.7	24.2	27.2	3.0
6	15	15	15	8	444.1	453.3	3.7	3.8	0.1	29.9	29.9	0.0
7												
8												
9												

Project Information (Complete for Grades 2 and 6 Only)

Grades	Project Setting Code(s) 16	Hours/Week Title I Instruction 17	Total Hours (hours/ week x # of weeks) 18	Student/Instructor Ratio 19
2	See Page 39			
6	01(100%)	1.0	19.0	14.0

C7

C3

County Name Baltimore City

Form D-6

Program Information and Standardized Achievement Test Averages

1. Subject: ☐ Reading (subtest)_____ ☐ Mathematics (subtest)_____ ☒ Language (subtest) Total

2. Type of School: ☐ Public ☒ Non-Public

2. Testing Schedule: ☐ Spring to Spring ☒ Fall to Spring

Project Information (Complete for Grades 2 and 6 Only)				
Grades	Project Setting Code(s) 18	Hours/Week Title I Instruction 19	Total Hours (hours/ week x # of weeks) 20	Student/Instructor Ratio 21
2	02(30%)	4.3	108.7	3.3
	09(20%)	3.0	100.0	2.0
	01(10%)	1.0	19.0	10.0
	03(10%)	3.0	75.0	1.0
	04(10%)	3.0	102.0	5.0
	05(10%)	4.0	116.0	10.0
	08(10%)	3.0	100.0	3.0

County Name Baltimore City

Form B-7

Amount Of Gain Achieved On
Standardized Achievement Tests

1. Subject Matter:
   - [X] Reading
   - [ ] Mathematics
   - [ ] Language

2. Type of School:
   - [X] Public School
   - [ ] Non-Public School

3. Testing Schedule
   - [ ] Spring to Spring
   - [X] Fall to Spring

Subtest Comprehension

Grade	4. Number of Months Gained										
	5 or less	6	7	8	9	10	11	12	13	14 or More	Total N
2	703	64	70	56	38	54	49	38	27	168	1267
3	856	128	149	106	140	102	104	81	79	535	2280
4	1269	67	130	85	111	135	65	122	83	838	2905
5	335	19	31	21	26	19	31	44	24	301	851
6	415	36	43	44	32	57	22	52	25	509	1235
7											
8											
9											
10											
11											
12											

County Name Baltimore City

Form B-7

Amount Of Gain Achieved On
Standardized Achievement Tests

1. Subject Matter:
   - [x] Reading
   - [ ] Mathematics
   - [ ] Language

2. Type of School:
   - [x] Public School
   - [ ] Non-Public School

3. Testing Schedule
   - [ ] Spring to Spring
   - [x] Fall to Spring

Subtest Total

Grade	4. Number of Months Gained										
	5 or less	6	7	8	9	10	11	12	13	14 or More	Total N
2	490	96	85	83	77	80	60	57	48	179	1255
3	805	142	171	156	160	116	117	92	82	377	2218
4	1092	134	130	160	147	133	119	121	112	745	2893
5	304	37	28	43	32	29	36	33	38	270	850
6	346	44	47	59	38	53	59	55	46	487	1234
7											
8											
9											
10											
11											
12											

County Name Baltimore City

Form B-7

Amount Of Gain Achieved On
Standardized Achievement Tests

1. Subject Matter:
   - ☐ Reading
   - ☒ Mathematics
   - ☐ Language

2. Type of School:
   - ☒ Public School
   - ☐ Non-Public School

3. Testing Schedule
   - ☐ Spring to Spring
   - ☒ Fall to Spring

Subtest Total

Grade	4. Number of Months Gained										
	5 or less	6	7	8	9	10	11	12	13	14 or More	Total N
2	219	59	54	69	78	62	53	53	50	203	900
3	240	59	84	74	87	109	91	92	78	536	1450
4	581	148	102	153	140	142	130	113	84	521	2114
5	63	12	14	13	19	13	13	15	13	86	261
6	110	13	18	18	19	24	20	17	16	197	452
7											
8											
9											
10											
11											
12											

County Name Baltimore City

Form B-7

Amount Of Gain Achieved On
Standardized Achievement Tests

1. Subject Matter:
   - ☐ Reading
   - ☐ Mathematics
   - ☒ Language

2. Type of School:
   - ☒ Public School
   - ☐ Non-Public School

3. Testing Schedule
   - ☐ Spring to Spring
   - ☒ Fall to Spring

Subtest Total

Grade	4. Number of Months Gained										
	5 or less	6	7	8	9	10	11	12	13	14 or More	Total N
2	179	32	21	22	26	16	13	8	13	92	422
3	605	144	92	81	96	48	70	93	83	466	1788
4	694	115	116	82	98	108	73	56	86	386	1814
5	159	25	21	20	31	21	19	15	12	110	433
6	148	32	28	21	23	24	20	26	23	191	536
7											
8											
9											
10											
11											
12											

County Name Baltimore City

Form B-7

Amount Of Gain Achieved On
Standardized Achievement Tests

1. Subject Matter:
   - [X] Reading
   - [ ] Mathematics
   - [ ] Language

2. Type of School:
   - [ ] Public School
   - [X] Non-Public School

3. Testing Schedule
   - [ ] Spring to Spring
   - [X] Fall to Spring

Subtest Comprehension

Grade	4. Number of Months Gained										
	5 or less	6	7	8	9	10	11	12	13	14 or More	Total N
2	42	5	0	4	3	4	2	2	4	8	74
3	33	6	8	3	4	1	7	3	3	10	78
4	55	2	4	6	5	4	3	0	3	17	99
5	16	1	0	2	0	2	0	0	0	3	24
6	9	0	1	1	2	0	0	1	0	4	18
7											
8											
9											
10											
11											
12											

County Name Baltimore City

Form B-7

Amount Of Gain Achieved On
Standardized Achievement Tests

1. Subject Matter:
   - [X] Reading
   - [ ] Mathematics
   - [ ] Language

2. Type of School:
   - [ ] Public School
   - [X] Non-Public School

3. Testing Schedule
   - [ ] Spring to Spring
   - [X] Fall to Spring

Subtest Total

Grade	4. Number of Months Gained										
	5 or less	6	7	8	9	10	11	12	13	14 or More	Total N
2	38	1	4	5	2	9	3	3	1	5	71
3	32	11	4	5	3	4	5	4	2	8	78
4	51	4	6	4	2	8	4	5	4	11	99
5	16	1	0	1	0	1	0	2	2	1	24
6	7	0	1	1	1	1	0	1	0	6	18
7											
8											
9											
10											
11											
12											

County Name Baltimore City

Form B-7

Amount Of Gain Achieved On
Standardized Achievement Tests

1. Subject Matter:
   - ☐ Reading
   - ☒ Mathematics
   - ☐ Language

2. Type of School:
   - ☐ Public School
   - ☒ Non-Public School

3. Testing Schedule
   - ☐ Spring to Spring
   - ☒ Fall to Spring

Subtest Total

Grade	4. Number of Months Gained										
	5 or less	6	7	8	9	10	11	12	13	14 or More	Total N
2	14	5	6	10	9	2	2	2	1	7	58
3	12	3	2	2	1	2	3	4	5	6	40
4	41	4	9	5	8	9	7	5	5	6	99
5	3	1	1	0	0	0	0	0	0	2	7
6	6	2	0	1	0	0	0	0	0	4	13
7											
8											
9											
10											
11											
12											

County Name Baltimore City

Form B-7

Amount Of Gain Achieved On
Standardized Achievement Tests

1. Subject Matter:
   - ☐ Reading
   - ☐ Mathematics
   - ☒ Language

2. Type of School:
   - ▭ Public School
   - ☒ Non-Public School

3. Testing Schedule
   - ▭ Spring to Spring
   - ☒ Fall to Spring

Subtest Total

Grade	4. Number of Months Gained										
	5 or less	6	7	8	9	10	11	12	13	14 or More	Total N
2	15	1	2	0	2	1	1	1	0	4	27
3	33	3	6	1	2	1	1	2	3	8	60
4	41	4	5	5	7	3	2	5	3	9	84
5	10	0	0	1	3	0	0	1	1	3	19
6	10	0	1	0	1	0	0	1	0	2	15
7											
8											
9											
10											
11											
12											

PUBLIC SCHOOL DATA

County Name Baltimore City

Form B-8

Outcomes Assessment

1.

Names Of Schools Reporting A Growth Rate Of 10 Or More Months Per Year	READING GRADE 2	3	4	5	6
No. 5	X	X	X	X	X
No. 24	X	X	X	X	X
No. 25	X	X	X	X	X
No. 31		X	X	X	X
No. 61		X	X	X	X
No. 63		X	X	X	X
No. 122	X	X	X	X	X
No. 134	X	X	X	X	
No. 149	X	X	X	X	
No. 159	X		X	X	X

Names Of Schools Reporting A Growth Rate Of 10 Or More Months Per Year	MATHEMATICS GRADE 2	3	4	5	6
No. 7	X	X	X	X	X
No. 14	X	X	X	X	X
No. 25	X	X	X	X	X
No. 31	X	X	X	X	X
No. 54	X	X	X	X	X
No. 67	X	X	X	X	X
No. 69	X	X	X	X	X
No. 125	X	X	X	X	X
No. 149	X	X	X	X	X
No. 250	X	X	X	X	X

2.

Names Of Schools Reporting A Growth Rate Of 6 Or Less Months Per Year	READING GRADE 2	3	4	5	6
No. 10				X	X
No. 28	X	X		X	
No. 45	X				X
No. 54	X		X		X
No. 68	X		X		X
No. 97	X			X	X
No. 102	X	X		X	
No. 142	X			X	
No. 157	X	X		X	X
No. 229	X		X	X	

Names Of Schools Reporting A Growth Rate Of 6 Or Less Months Per Year	MATHEMATICS GRADE 2	3	4	5	6
No. 10				X	
No. 13				X	X
No. 32		X	X	X	X
No. 53			X	X	
No. 61				X	
No. 97	X		X	X	X
No. 124	X		X		
No. 202	X			X	
No. 204				X	X
No. 238				X	X

NONPUBLIC SCHOOL DATA

County Name Baltimore City

Form R-8

Outcomes Assessment

1.

Names Of Schools Reporting A Growth Rate Of 10 Or More Months Per Year	READING GRADE 2	3	4	5	6
No. 706		X			
No. 708	X	X			
No. 711		X			
No. 712		X	X		
No. 713	X				X
No. 715	X				
No. 719	X	X	X	X	
No. 720			X		
No. 721				X	

Names Of Schools Reporting A Growth Rate Of 10 Or More Months Per Year	MATHEMATICS GRADE 2	3	4	5	6
No. 706	X	X			
No. 708	X	X			
No. 711	X	X			
No. 712	X	X			X
No. 713	X	X			X
No. 714	X	X			
No. 715	X		X		
No. 719	X	X	X		
No. 721				X	

2.

Names Of Schools Reporting A Growth Rate Of 6 Or Less Months Per Year	READING GRADE 2	3	4	5	6
No. 706	X		X		
No. 708			X	X	
No. 711			X		
No. 712	X			X	
No. 713			X	X	
No. 714	X		X		
No. 715		X	X		
No. 720		X		X	
No. 721	X	X	X		

Names Of Schools Reporting A Growth Rate Of 6 Or Less Months Per Year	MATHEMATICS GRADE 2	3	4	5	6
No. 706				X	
No. 712			X	X	
No. 713				X	
No. 714			X		
No. 715		X			
No. 719					X
No. 720		X			
No. 721	X		X		

Form B-9

3. Outcome Determinants:

1. Identification of target, non-target, and maintenance schools for concentration of support services.
2. Intensive supervision from the elementary coordinators and educational specialists.
3. Structured curriculum-grade level expectancies and ECE guides.
4. Alternative teaching strategies disseminated to teachers of Title I students.
5. Support of building administrators.
6. Strong parent involvement.
7. Commitment, dedication, and high expectations for the teaching staff.
8. Excellent use of supplementary programs such as High I labs, peer eaching, Extended Day Program.
9. Staff development sessions/workshops and demonstrations.

Factors which contributed to the lack of growth are:

1. Long term vacancies which were allowed.
2. Weak teachers in specific grades.
3. Lack of support and commitment on part of administrators and teachers in some schools.
4. Teachers spend too much time in preparing activities which are not meaningful.
5. Low expectations of ESEA Title I students by some teachers.

4. Modification Explanation:

Form B-9

3. **Outcome Determinants:** The following factors are among those which contributed to the measured growth:

1. having the aides in the classroom reinforcing the reading, language and math skills
2. use of supplementary materials
3. having a Reading Resource teacher providing individualized instruction for those children with extensive Reading problems

4. **Modification Explanation:**

No significant modifications are planned for the 1980-81 school year.

** This information is the most current data available (FY'80)

County Name Baltimore City

Form B-10

Program Operation

A. Program Activity Changes:

Implementation of the Instructional Service Center in a selected number of Title I schools. Participation was determined by the standardized test results. This center provided appropriate materials for Title I students demonstrating the need for alternative learning strategies and/or more time on reinforcement activities.

B. Coordination of Parent Activities:

1. At the LEA level:

_X_ Title I Coordinator
___ Instructional Supervisor
_X_ Parent Coordinator
___ Other (Specify)

2. At the school level:

_X_ Principal
___ Resource Teacher
_X_ Home School Community Worker
___ Other (Specify)

County Name Baltimore City

Form B-10

Program Operation

A. Program Activity Changes:

No significant modifications were made during the fiscal year 1980.

** This information is the most current data available (FY'80)

B. Coordination of Parent Activities:

1. At the LEA level:

X	Title I Coordinator
	Instructional Supervisor
X	Parent Coordinator
	Other (Specify)

2. At the school level:

X	Principal
	Resource Teacher
X	Home School Community Worker
	Other (Specify)

Annual Report of

ESEA - Title I - Health Component

Baltimore City Health Department

Bureau of School Health

1980-81

FROM

NAME & TITLE	Grace Black, Sr. C.H.N. Supervisor, School Health
AGENCY NAME & ADDRESS	Bureau of School Health Baltimore City Health Department 111 N. Calvert Street, Room C-205
SUBJECT	Report on E.S.E.A. Title I Health Component, FY '81

CITY of BALTIMORE

MEMO

DATE: 7 August 1981

TO Mr. Leonard Granick, Staff Director
E.S.E.A. Title I Program
Department of Education

Attached are tables providing information on the Health Component.

Table I Title I Referrals by Grade and by Public and Non-Public, School Year 1980-81

Table II Outcome of Follow-up of Title I Referrals, School Year 1980-81

Table III Outcome of Referral by Referral Source, School Year 1980-81

Table IV Categories of Referrals of Title I Children in Order of Frequency, School Year 1980-81

Table V Types of Referrals Made, School Year 1980-81

Table VI Health Education Sessions

Summary of Information

Table I - The largest number of referrals came from the first grade followed by kindergarten and fourth grade.

Table II - Of referrals made, 42% were corrected as a result of the intervention; 27% had been seen by a medical provider but therapy was not completed; and in 10% correction had occurred without medical intervention.

Table III - Of children referred by Pediatric Nurse Practitioners and Speech Clinicians, 100% were diagnosed as having a problem. Referrals resulting from nurse-teacher conferences yielded 99% problems. Anemia screening was least specific, with only 48% found to have the suspected problem.

There were also differences in correction of the referred problem, ranging from 98% completion for hearing referrals to 3% of chronic problems.

America's Best BALTIMORE All America City '76 '77

28-1418-5067 REV. 11/79

Table IV - There were several changes in the rank order of categories of referral. Some may be related to changes in the reporting system and some to more direct Health Department involvement in Behavior and Learning services.

Table V - The largest number of referrals (2,485) were made to a health provider such as a physician, clinic, or dentist. The smallest number went to Diagnostic and Advisory and Behavior and Learning with 26 each.

Health Education Sessions

A great variety of health education activities were done by the Title I Nurses and Health Aides, alone or in conjunction with school personnel or guest speakers. Some of these sessions were for students, some for parents and some for faculty. Some of the topics were:

Care of the Body	(6th graders)
Child Abuse	(Parents)
Child Care	(Parents)
Child Growth and Development	(Parents)
Dental Care	(Parents)
First-Aid and Emergency Care	(School Staff)
Immunization	(Parents and Faculty)
Nutrition	(Parents and Staff
Practicing Good Health Habits	(Students)
Recognizing Behavioral Problems	(Parents and Staff)
Role of the Nurse	(Parents and Staff)
Sex Education	(Jr. High Students)

Other information of interest from the data is as follows:

Of the 3,633 referrals, 3,089 (85%) were for conditions previously known. Only 15% were new.

Of the children referred, 1,739 were counselled relative to their condition. Of these 1,132 (31%) were regarded as improved as a result of the counselling and 224 (13%) were considered corrected.

The sex breakdown of referrals differs from the usual observations that disproportionately more females are seen in the health suite at any age than males. In Title I, more males of all ages and races were referred.

The number of referrals made were as follows:

Black males 1,795 (89% of males referred)
Black females 1,470 (90% of females referred)
White males 202 (10% of males referred)
White females 156 (10% of females referred)
Other males 8 (1% of males referred)
Other females 2 (1% of females referred)

Black - 90% of all referrals
White - 10% of all referrals
Other - 1% of all referrals

Total referrals broke down by race as follows:

Blacks 90%
Whites 10%
Other 1%

Black referrals were only slightly higher than their proportion in the general population. Usually the difference in black and white referrals is greater.

If you wish further information please contact me at 396-4462. I am sending copies to Mrs. Katzenellenbogen, to Mr. Wheeler, and to the Secondary, Non-Public, and Follow-Through Program Heads. Will you please share the report with other persons in you program if needed?

Attachments
GAB:jtm
cc: Dr. Thomas Dorsett
Mr. L. Wheeler
Dr. M. Francis
Mrs. E. Nolan
Sr. Theresiana Miller
C.H.N. Supervisors
File

Table I

Title I Referrals by Grade and Public and Non-Public Schools, School Year 1980-81

		Pre-K	K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th
Public	3,341	298	374	583	337	358	394	157	88	320	307	125
Non-Public	292	2	65	76	49	34	44	17	2	3	0	0
Total	3,633	300	439	659	386	392	438	174	90	323	307	125

Table II

Outcome of Follow-up of Title I Referrals, School Year 1980-81

Referrals	Normal Child	Corrected	Therapy Refused	Lost To Follow-Up	Therapy Not Completed	Information Not Available	Correction without Intervention	Unknown
3,633	399	1,521	205	36	988	101	379	4

Table III

Outcome of Referral by Referral Source
School Year 1980-81

Referral Source	Diagnosis Normal Child	Percentage	Corrected	Therapy Refused	Lost to Follow-Up	Therapy Not Completed	Information Not Available	Correction without Intervention	Total
1	9	1%	73	25	3	317	14	2	443
2	62	10%	369	51	12	73	32	3	602
3	96	35%	95	22	2	51	10	1	277
4	42	52%	4			12	8	15	81
5			1			7			8
6	130	14%	472	36	16	145	26	92	917
7	10	3%	32	32	2	179	6	1	262
8			2			68			70
10	2		7	2		35		4	50
11	45	5%	461	37	1	74	5	265	888
12	3	9%	5			27			35
Overall	399	11%	1,521	205	36	988	101	383	3,633

Source Code

1 NTC
2 Vision Screen
3 Hearing Screen
4 Anemia Screen
5 P/E
6 Student/Parent, Teacher Complaint
7 SSC
8 Speech Screen
9 Dental Screen
10 Chronic Problems (File)
11 1st Aid/Minor Illness (Acute Problems)
12 Other

Table IV

Categories of Referrals of Title I Children in Order of Frequency
School Year 1980-81

Categories	Problem Area
1400	Vision
2700	Neurological
1200	Skin and Nails
2600	Posture and Extremities
1600	Hearing
2000	Nose and Throat
1300	Eyes
2300	Chest
2400	Abdomen and Intestines
2800	Emotional
1700	Speech
1100	Head and Hair
3200	Contagious Diseases
1500	Ears
3000	Laboratory Abnormalities
1900	Mouth and Teeth
2500	Genito-Urinary
3100	Other
2900	Endocrine-Metabolic-Nutritional
1800	Societal
2200	Cardiovascular
2100	Lymph Glands

Table V

Types of Referrals Made
School Year 1980-81

Health Care Provider (e.g., M.D., Clinic, Dentist)	2,485
No referral	599
Other (e.g., Med. Specialist, Social Worker)	341
Department of Education Resource	80
Diagnostic and Evaluation Clinic	50
Behavior and Learning Clinic	26
Diagnostic and Advisory	26